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ABSTRACT

Intended to provide current sources of information about college reading selected from the many citations of material in the ERIC database, this 22-item bibliography offers research about college reading, the reading process, and strategies of instruction. The bibliography also includes references to discussions of specific content area study skills, and to problems of students with special needs. The selections date from 1986 through 1988. (SR)

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Focused Access to Selected Topics No. 43
*a FAST Bib by the*
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# Post-Secondary Developmental Reading

*by Jerry Johns and Sandy Krickeberg*

At the post-secondary level, educators face a diverse student population that, in addition to the traditional student, includes students with special needs such as learning disabilities. To meet this range of abilities, the reading process must be thoroughly understood. The purpose of the *FAST Bib* is to provide sources of information about college reading. The references pertain to research about college reading, the reading process, and/or strategies for instruction. Also included are references to discussions of specific content area study skills, as well as students with particular special needs.

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## *Overview and Research*

Collins-Eiland, Karen; and others. "Effects of Conversational Noise, Locus of Control, and Field Dependence/Independence on the Performance of Academic Tasks," *Contemporary Educational Psychology*, v11 n2 p139-49 Apr 1986.

Evaluates the effects of conversational noise on the comprehension/retention of 2000-word text excerpts. Describes an experiment in which students studied under noise conditions and under nonnoise conditions. Reports no significant differences between groups but identifies subgroups that showed significant differences.

Goetz, Ernest T.; and others. "The Author's Role in Cueing Strategic Processing of College Textbooks," *Reading Research and Instruction*, v27 n1 p1-11 Fall 1987.

Examines the nature and prevalence of author-provided cues to effective processing of introductory college textbooks in psychology and biology. Concludes that the authors of the texts chose cues that would be effective even with relatively passive learners and rarely chose cues that demanded much activity from readers.

Hunter, Paul; Pearce, Nadine. "Writing, Reading, and Gender," *Journal of Developmental Education*, v12 n1 p20-22, 24-26 Sep 1988.

Reviews research on sex differences in language use. Describes a study of the language patterns of female college students in basic writing or freshman composition. Addresses instructional implications. Reviews relevant reading theories, discusses the relationship between women's language patterns and their reading schemata, and recommends novels for remedial women readers.

Hynd, Cynthia R.; and others. "Computers in the College Reading Program: A Basic Primer." College Reading and Learning Assistance Technical Report 86-05. 1986. 18p. [ED 269 753]

Explains a categorization scheme to use while reviewing and evaluating computer programs. Describes the types of programs pertinent to the needs of college reading instructors. Suggests that organization of curriculum and goals of instruction should be considered. Provides guidelines for evaluating program needs as well as software before purchasing new computer materials. Includes a software evaluation sheet and list of technical reports.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills." 1988. 9p. [ED 295 706]

Describes a study conducted at a junior college designed to determine whether students' perceptions of their reading abilities could be used to predict their actual reading skills. Finds that students' perceptions of their skill levels were statistically independent of their actual skill levels.

Stahl, Norman A.; and others. "The Materials of College Reading Instruction: A Critical and Historical Perspective from 50 Years of Content Analysis Research." College Reading and Learning Assistance Technical Report 87-03. 1987. 40p. [ED 296 281]

Focuses on research from the mid-1920s to the mid-1980s, examining the published content analyses of college reading texts from the standpoint of which methods were used, specific information presented in respective content analyses, and observed trends in content presentation that have emerged since the mid-1920s. Reveals the following conclusions: (1) a consensus across texts as to what constituted effective study methods did not exist; (2) research evidence for most of the advocated techniques was missing; (3) adequate instruction and practice for presented skills and subskills were limited in scope and validity; (4) the transfer value of many practice activities to actual postsecondary reading and study tasks was in question; and (5) reliance on impressionistic evidence rather than research and statistical evidence was the norm.

## *Reading Process and Strategies*

Heller, Mary F. "Comprehension Monitoring Strategies of College Reading Methods Students," *Reading Horizons*, v29 n1 p51-61 Oct 1988.

Reports a study that examined the way college students in a reading methods course learned about and demonstrated the strategies they used to construct the main idea of an essay. Concludes that teacher modeling and concrete examples are important to all levels of instruction, kindergarten through university senior.

Randall, Alice; and others. "Using Think-Aloud Protocols Diagnostically with College Readers," *Reading Research and Instruction*, v25 n4 p240-53 Sum 1986.

Outlines procedures used in an investigation of college students' thinking aloud protocols and discusses the framework developed for differentiating student-text interactions and identifying the common problems of less able comprehenders. Suggests ways to use protocols to look into the ways students comprehend texts, to identify comprehension problems, and to find cues for subsequent instruction.

Smith, Brenda D.; and others. "The Effect of Imagery Instruction on Vocabulary Development." College Reading and Learning Assistance Technical Report No. 87-05. 1987. 23p. [ED 291 076]

Explores the usefulness of imagery as a learning tool in a classroom situation. Investigates whether a visual image has an additive effect on the recall of definitions of previously unknown English words. Determines whether providing an image portraying the definition of the word promoted more effective learning. Finds that the group which received definition, sentence, and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instructional technique in vocabulary development programs at the college level.

Stephens, Elaine C.; and others. "The Cloze Procedure as Predictor of Undergraduate Achievement in Introductory Courses." 1986. 7p. [ED 285 134]

Investigates the adaptability of the cloze procedure for use in undergraduate courses, specifically examining the relationship between cloze performance tests and student achievement. Indicates a moderately strong association between the results on the cloze tests and the students' final grades. Verifies the findings by applying the procedure to students in introductory classes in three other disciplines: sociology, psychology, and biology. Indicates a positive correlation between cloze test results and final course grades. Suggests that the cloze procedure could serve as a useful predictor of

class performance in many undergraduate introductory classes, with the potential for improving undergraduate instruction if used to select better textbooks and as an aid in making basic instructional decisions.

## *Study Skills*

Blanchard, Jay; Mikkelson, Vincent. "Underlining Performance Outcomes in Expository Text," *Journal of Educational Research*, v80 n4 p197-201 Mar-Apr 1987.

Investigates test performance outcomes for college students using underlining as a study strategy. Concludes that, regardless of study time and reading achievement, underlining was popular because it helped to ensure recall of information from underlined text segments.

Horowitz, Daniel M. "What Professors Actually Require: Academic Tasks for the ESL Classroom," *TESOL Quarterly*, v20 n3 p445-62 Fall 1986.

Analyzes the actual writing assignments and essay tests given to college students. Shows that tests and assignments were mostly highly controlled and fell into seven categories, including summary of/reaction to reading, comma-annotated bibliography, and research project. Discusses implications for creating tasks in the English for Academic Purposes classroom.

Nist, Sherrie L. "Teaching Students to Annotate and Underline Text Effectively—Guidelines and Procedures." College Reading and Learning Assistance Technical Report No. 87-02. 1987. 19p. [ED 281 155]

Explains how annotating/underlining serves a dual function: students can isolate key ideas at the time of the initial reading and then study those ideas later as they prepare for tests. Describes annotate/underline principles that are effective for students. Gives guidelines for teaching the strategy.

Samuels, S. Jay; and others. "Adults' Use of Text Structure in the Recall of a Scientific Journal Article," *Journal of Educational Research*, v81 n3 p171-74 Jan-Feb 1988.

Examines how knowledge of text structure may aid in comprehension and recall. Students were assigned to read a canonical or a noncanonical text after half of them received instruction in text structure. Evaluates written recall of the text for comprehension. Discusses methodology and results.

Scales, Alice M. "Teaching College Reading and Study Skills through a Metacognitive-Schema Approach." 1987. 39p. [ED 298 428]

Describes a reading and study skills course for college students, based on concepts of metacognition and schema. Explains how students make use of their self-knowledge, their learned study and reading skills, and their understanding of things, people, language, etc., to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. Emphasizes self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills.

Simpson, Michele L.; and others. "PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing." College Reading and Learning Assistance Technical Report 87-04. 1987. 22p. [ED 292 097]

Examines PORPE, a comprehensive strategy system using writing, which was originally created for students who wanted to know how to study for essay examinations in their college courses. Investigates the effectiveness of PORPE, with students in a developmental college reading class. Shows that the students trained in PORPE scored significantly better on their initial, and even delayed, essay and multiple-choice exams.

Simpson, Michele L. "Teaching University Freshmen to Employ, Regulate, and Transfer Study Strategies to the Content Areas." 1986. 13p. [ED 272 850]

Determines whether students have study strategies that they can transfer to future learning tasks. Uses a content-based model, the Supportive Seminar, which can teach college students how to employ effective and appropriate study strategies and help students to plan, monitor, and evaluate their own independent learning. Reports that students transferred the appropriate strategies, regularly used many of the strategies learned in the seminar, were aware of the underlying processes and the uniqueness of each strategy, and would highly recommend a Supportive Seminar to a friend. Concludes that Supportive Seminars are credible delivery models that adhere to a content-based philosophy of college reading.

Witkowski, Joseph C. "Solving Problems by Reading Mathematics," *College Teaching*, v36 n4 p162-65 Fall 1988.

Describes a course at the University of Georgia that helps students acquire problem-solving skills so that ultimately the entire remedial program improves, giving students with major deficiencies in basic skills a better chance to succeed in their regular university courses.

## *Students with Special Needs*

Aaron, P. G.; Phillips, Scott. "A Decade of Research with Dyslexic College Students: A Summary of Findings," *Annals of Dyslexia*, v36 p44-66 1986.

Reviews the findings from an analysis of several research projects involving dyslexic college students. Determines typical student characteristics are slow reading rate, error-prone oral reading, poor spelling, grammatically incorrect writing, poor mastery of grapheme-phoneme relationships, and adequacy of oral language skills.

Aaron, P. G. "Developmental Dyslexia: Is It Different from Other Forms of Reading Disability?" *Annals of Dyslexia*, v37 p109-25 1987.

Compares college students in a dyslexia group to a non-specific reading-disabled group. Compares controls on cognitive and reading-related skills. Indicates that poor decoding skills characterized the dyslexic reader, whereas the non-dyslexic poor reader displayed more generalized cognitive deficits.

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Summarizes recent research in the field of learning disabilities and other sources of information which may prove useful to college-level reading instructors in teaching the college-level dyslexic. Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs with an emphasis on the particular programs associated with the adult learning disabled student. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual. Lists suggestions for college faculty and the characteristics of learning-disabled college students.

Ingram, Cregg F.; Dettenmaier, Lois. "LD College Students and Reading Problems," *Academic Therapy*, v22 n5 p513-18 May 1987.

Reviews literature regarding learning-disabled college students and their reading problems. Suggests that these students have difficulty focusing attention while reading and that compensation strategies should include: using "talking books"; requesting testing options; recording lectures; and organizing schedules to maximize use of resources and time.

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